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Abstract

This reading program guide was developed as an inservice ESEA/Title III project in crder tc improve reading instructicn in self-ccntained classrccms cf grades 1 thrcugh 7 at the Icuisa (Kentucky) Elementary School. Sequences cf reading skills were divided into 12 primary and 16 intermediate levels, and students progressed from one level tc ancther at their cwn achievement rates. Each intermediate grade had fcur reading levels, and the four classrccm teachers within each grade complex rctated frcm one group tc ancther each 8 weeks. Games, materials, and equipment are suggested in the guide, and sample lesscn plans at each level are included. The cbjectives, diagncstic procedures, and curriculum cutline fcr the school reading clinic are presented. Sample diagnostic and report fcrms are appended. (CM)

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EASTERN KENTUCKY EDUCATIONAL DEVELOPMENT CORPORATION

Region VII, Title III, E.S.E.A.

Louisa Elementary Reading Program

Wm. A. Cheek, Superintendent

August , 1968

RE 002 293

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This book is a beginning.
It is a door opening into a totally different kind of education. but we know that the first step is the most difficult. We can already see changes which we will want to include in the future. The following plans have emerged after much toil, tears, frustrations and one multiple fracture. Pansy Walker deserves special thanks from all of us.

If it were not for the enthusiasm and encouragement of Supt. William A. Cheek, this program would not have been developed.

"Let there be light--" and it came
with red tie, red socks, and a red
handkerchief!

Louisa Elementary School
Intensely Interested Innovators

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INTRODUCTION

Following a year's intensive investigation of promising reading programs in various locals, Louisa Elementary School has established a pilot program designed to remove barriers and the fear of failure which students too often experiance in traditional settings. The underlying philosophy of the innovative program stresses respect for each individual. Each child is considered to be an individual with potentialities which may be nurtured through education. Constant diagnosis and evaluation by teams of teachers will be a natural outgrowth of the program.

Louisa Elementary School has the personnel, facilities and atmosphere which should be conducive to effective learning, as teachers have spent hundreds of hours of in-service study aimed at up-grading the education of students in their care. The students have been assigned heterogenously to homerooms, and they will remain in their rooms for much of their daily school work. The total reading program has been divided into levels, and as the child achieves more mastery in reading, he will progress to a higher level. In each reading classroom, the teacher will provide instruction individually, in small groups, and in total groups, depending on the skill being developed. Each child will progress through a level at his own rate, the element of time pressure being removed, and provisions are made for new and stimulating materials within each level. The child will have the opportunity to remain at a level with dignity, until he has mastered the skills of that level. During the school months, teachers will help children make as much progress as they can.

Among the innovations for the Louisa Elementary program are the reading clinic and the rotation of teachers within the intermediate grades. A reorganization of scheduling and staffing will permit children to have the expertise of instruction from at least four teachers in the area of reading. Services of the reading clinic are described in this booklet.

For perhaps the first time in educational history, human relations have become extremely important. The success of the pilot program depends upon the understanding and cooperation of the teaching staff. Behavior indicative of friendship, mutual trust, respect and warmth of relationship between members of the staff, students, and administration is vital. A sense of security in the participants is important and an administrator who has special empathy for teachers who are trying these innovations is all important. We feel that Louisa Elementary School has met these criteria under the guidance of Supt. William A. Cheek. The teachers have worked very hard, and their cooperative effort has brought into being the Louisa Elementary Pilot Program in Reading. Remember, it takes everybody pushing to get the cart down the road.

Special thanks to the many people who helped in the reproduction of this booklet--Ralph Webb, Charlie Lemaster, James Cheek, Agnes Conley, and Title III Coordinator, Hartzel Jennings.

The following information, materials, etc., were developed by participants in the summer workshop:

PRIMARY

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Ann Algier, Consultant

PRIMARY

Level I

I. Vocabulary
   A. Word Recognition
      1. Create an interest in reading
      2. Learn the letter names of alphabet
      3. Learn the phonological sounding of alphabet
      4. Matching capital and small letters
      5. Left to right movement and accurate return sweep
      6. Associate meanings with symbols--learn that there is meaning in printed symbols.
         By--labels, experience charts, bulletin boards, shapes, etc.
      7. Training in ability to hear likenesses and differences in words and sounds.
         a. Intensity--games; play train
            Syllables--Basket Potato
            Everywhere something

         b. Pitch--piano notes, stories
            "The Three Bears' voices.

         c. Timbre--whistles, balloons, horns, etc. Use words to describe sounds whenever possible.
            Words--marked; Big horse; slight; big, pig.

         d. Duration and Sequence--musical tones--Jingles and Rhymes--hippety Hop.

   B. Visual
      1. Develop efficient habits of careful observation.
      2. Ability to recognize colors, shapes and sizes, positions and place; internal detail of objects.
      3. Observe likinesses and differences in letters
         a. Visual attention exercises non-letter forms.
         b. Matching letters and words.
      4. Observe likinesses and differences in words.
      5. Learn up and down.
      6. Observe what is missing.
      7. Observe large and small.
      8. Classifications
      9. Sequence
      10. Opposites
      11. Kinsthetic Values .
         a. Smell
         b. Taste
         c. Feel
         d. See
         e. Hear

Yardstick for measuring progress will be a check sheet for each child listing each of the above things.

Materials to be used to implement Level I program:

1. Alphabet flash cards.
2. Alphabet phonic cards.
3. Seat work for the above
4. Readiness filmstrips.
5. Charts.
6. Reading machine.
7. Overhead projector-transparencies alphabet; Likes and differences etc.
8. Filmstrip projector--phonic--beginning sounds.
9. Tape recorder and tapes.
10. Suretta and record player--records.
11. Seat work.

LEVEL II

1. Vocabulary
   A. Word Recognition.
      1. Create an interest in reading.
      2. Develop an ability to remember words taught.
      3. Develop ability to recognize words, phrases, and sentences.
      4. Learn to use context and picture clues.
      5. Review visual discrimination of letters and forms shapes etc.

2. Perceptive Skills
   A. Auditory
      1. Train in accurate enunciation and pronunciation. (a good model set by the teacher is of greatest importance.)
      2. Develop idea that one printed word stands for one spoken word.
         (Example: own name)
      3. Review ability to hear likinesses and differences
      4. Develop ability to hear that a word is long or short.
         (Example: elephant - cat)
      5. Develop ability to hear the same word repeated
         (Example: Baa, Baa Black Sheep)
      6. Develop ability to hear rhyming words.
      7. Strengthen memory perception.
      8. Strengthen listening habits.
      9. Develop basic word recognition techniques.
         a. Identify words in various settings.
         b. Identify words with large and small letters
         c. Understand meaning of words.
         d. Use the word.
         e. Word analysis.

3. Word Analysis
   A. Phonics (skills in both oral and visual recognition)
      1. Single initial consonants - b,d,f,h,j,k,l,m,n,p, r,s,t,v,w,y,z.
   B. Word form clues.
      1. Length of words
      2. Up and down stems R Y T.

3. Circle and round clues O a
C. Develop skills for proper handling of books.
1. Start from front to back.
2. Turn page by taking top right hand corner.
3. Look at left hand page first.
4. Use nothing thicker than a book marker to mark the place.

Yardstick for measuring progress will be a check sheet with each of the above listed.

Materials to be used will be the smae as for Level I and the pre-primer.

LEVEL III

1. Vocabulary
A. Word Recognition
1. Understanding printed symbols.
2. Verify statements.
3. Finding answers to questions.
4. Sequence.
5. Interpretation or understanding puncuation.
6. Identify new words by picture clues.
7. Extend and enrich word meaning through a variety of experiences .
8. Develop ability to hear the beginning sound, middle sound, final sound.
9. Develop ability to hear differences in words.
10. Strengthen memory perception.
11. Strengthen listening skills.
12. Identify the word in various settings.
13. Recognition of both large and small initial letters.
14. Understand meaning of word.
15. Use the word.

B. Oral Expression
1. Train in the use of whole sentences.
2. Train in the use of new expressions and words to enrich his vocabulary.
3. Train to keep asories of events in sequence.

2. Phonics
A. Initial consonant blends st, tr, fr, sn, sm, sw, tw, bl, gl, fl, pl, cl, sh, ch, th, wh.

3. Structural Analysis
A. Endingd - s, ed, ing er.
B. Compound words made up of familiar words, e.g. int.
C. Little words in big words - hold.

4. Context clues .
A. Oral clues
B. Printed context clues
C. Pictures clues

5. Comprehension
   A. Verify a statement.
   B. Draw conclusions from given facts.
   C. Recall what has been read.
   D. Perceive events in sequence.
   E. Learn to develop independent work habits.

6. Oral and Silent Skills
   A. Oral Reading
      1. Use correct puncuation.
      2. Use correct phrasing.
      3. Use proper voice intonation to give writer's meaning.
      4. Read with a pleasing voice.
      5. Have good posture and appropriate handling of book.
      6. Understand simple puncuation . ! , ? " .

   B. Silent Reading
      1. Read to find simple answer.
      2. Lip movement.
      3. Whispering.

Use the same yardstick for measuring.
Use the same machines.
Begin the use of short story filmstrips.
Seat work--workbooks.

LEVEL IV

Review previous level.

1. Vocabulary
   A. Word Recognition and Meaning
      1. Present new words.
      2. Use new words.
      3. Find how the word begins.
      4. Find the medial sounf.
      5. Find the final sound.
      6. Develop a strong feeling of sentence structure through oral activities.

2. Comprehension
   A. Develop a desire and need to read.
   B. Develop an appreciation of good literature.
   C. Develop ability to listen and maintain interest.
   D. Develop language - fact relationship.
   E. Train in ability to do problematic thinking.
      Main ideas - Important details - Reasonable conclusions
   F. Develop methods of remembering. Association - classification.
   G. Train in keeping a series of events in proper sequence.
   H. Train in use of complete sentences.
      Puff. Puff and Spot. Puff and Spot are jumping over the box.
   I. Strengthen memory perception classification and association.

J. Learn to create sounds in their imaginations.
K. Learn to create pictures in their imagination that flow into each other.
L. Learn to develop independent work habits.

3. Phonics
A. Teach "C" as in can before "C" as in cent.
B. Teach "G" in go before "G" as in giraffe.
C. Consonant in final positions.
D. Medial sounds.
E. Incidental teaching of vowels.
F. Review all blends.
G. Teach short vowel a e i o u.
H. Teach long vowel a e i o u.

4. Word Form Clues
A. Double letters - tt; ff; etc.

5. Silent Reading
A. Reading with out vocalization.
B. Read for facts.
C. Read to find answers.
D. Read to find location.
F. Interest in a wide variety of suitable materials.

6. Comprehension
A. Listening for directions.
B. Following directions.
C. Find answers to questions.

PRIMARY BLOCK

Level 5

A. Comprehension

1. To promote skill in understanding story plot through the reading of both context and pictures.
2. To promote the ability to interpret orally the mood and the conversational text of the story.
3. To continue to develop the ability to read for details, such as reading to follow directions and to answer questions.
4. To promote skill in the recall of sequential order of events.
5. To promote the ability to read independently material in which there are few unfamiliar words.
6. To promote some skill in reading critically, such as recognizing the statement that is false, discarding the irrelevant, regarding a silly or highly improbable statement as humorous.

B. Word-Study Skills

WORD MEANING 1. To continue to build meaningful associations for sight words through the use of (1) contrast and comparison, (2) oral context clues, (3) dramatic play or pantomine, (4) simple classification, and (5) pictorial illustration.

2. To promote the understanding that some words have more than one meaning, and to develop some skill in choosing the correct meaning to fit the specific context.

3. To increase listening and speaking vocabularies through language experiences.

WORD RECOGNITION 1. To develop accurate recognition of the ninety-nine sight words in the basic Ginn vocabulary.

2. To further develop the ability to recognize words beginning with both the capital and the lower case form of the letter.

3. To promote skill in the use of the general pattern or configuration of the word as an aid to recognition.

4. To develop the ability to use context clues to check recognition of words.

PHONICS

1. To develop the ability to combine the visual and auditory perception of identicla elements in words (1) that begin with the same consonant, (2) that begin with the same digraph (3) that have rhyming endings, (4) that end with the same consonant.

2. To promote skill in noting likenesses and differences in word forms.

3. To dev elop the ability to use both context and phonetic clues to supply orally a word that will be presented in the basic reading vocabulary at a later time.

4. To develop some skill in the use of phonics to identify unfamiliar words.

STRUCTURAL ANALYSIS

1. To develop the ability to recognize both the root word and the variant when (1) s' is added to show possession, (2) s is added to show the plural form of nouns, and (3) s and ed are added to known verb forms.

II GOOD READING HABITS

1. To promote correct handling of books and materials
2. To establish the habit of reading left to right and line by line with few regressive eye movements, and of using the correct eye movement during the reading of a runover sentence.
3. To promote the habit of reading silently before orally.
4. To promote the habit of using the table of contents to find a new story and the new unit title.
5. To encourage the habit of noticing and reacting to various kinds of reading materials in the classroom such as bulletin-board notices, charts, and posters.
6. To promote the habit of applying word-study skill to identify unfamilar words while reading independently.

IIIATTITUDES AND APPRECIATIONS

A General

1. To develop the attitude of expecting pleasure and satisfaction from the reading of books.
2. To further develop a sense of responsibility on the part of both listener and reader during oral reading activities.
3. To develop an appreciation for the use of appropriate titles for stories, books, and units within a book.

B. In Relation to the Context

1. To promote the understanding that there are many different ways for children to have fun both with grown-ups and each other.
2. To foster appreciation for the thoughtfulness of people outside the immediate family circle : an aunt, an uncle, the truck driver.
3. To develop an understanding of the possibilities for fun and excitment to be found on a farm.
4. To provide opportunities for laughter and excape from tension through the clever and ridiculous antics of mechanical toys, pets, and animals characterized as humans.
5. To promote some skill in the analysis of personality patterns through the discussion of characters, their actions, and their pssible feelings.

PRIMARY BLOCK

Level 6

I. Skills

A. Comprehension

1. To promote skill in the interpretation of story plot.
2. To promote the ability to interpret orally the mood and conversational text of the story.
3. To continue to develop the ability to read for details, to recall the sequential order of events, and to understand the main idea expressed in a group of related sentences.
4. To promote the ability to read creatively in such ways as anticipating plot development, drawing conslusions, making generalizations, and enjoying sensory images.
5. To promote the ability to follow increasingly more complex directions in independent activities related to reading.
6. To promote skill in reading critically in such ways as
   a. Recognizing the statement that is false
   b. Discarding the irrelevant statement
   c. Choosing the pertinent idea from among ideas related but not pertinent.
   d. Regarding as humorous a silly or highly improbable statement.

BWord-Study Skills

1. Word Meaning
   a. To continue to build meaningful associations for sight words through the use of
      1. Contrast and comparison
      2. Context clues
      3. Dramatic play or pantomime
      4. Simple classification
      5. Pictorial illustration
   b. To promote the understanding that some words have more than one meaning, and to develop some skill in choosing the correct meaning to fit the specific context.
   c. To develop increased understanding for the pronouns and conjunctions used in the basic vocabulary of the first reader.
   d. To increase listening and speaking vocabularies through language experiences.
2. Word recognition
   a. To develop accurate recognition of the one hundred seventy-one words presented in the basic vocabulary of the book.
   b. To promote skill in the use of the general pattern or configuration of the word as an aid to recognition.

c. To develop the ability to use context clues to check recognition of words.
d. To teach the names of all letters in the alphabet as an aid in writing words and in retaining a sight vocabulary.

3. Phonics
   a. To develop the ability to combine the visual and auditory perception of identical elements in words
      1. That begin with the same consonant
      2. That begin with the same digraph
      3. That have rhyming endings
      4. That end with the same consonant
      5. That begin with the same consonant blend.
   b. To develop some skill in attacking a new word by affixing or substitution an initial or final consonant to a known word.
   c. To develop some skill in attacking new words through comparison with old words.
   d. To develop some skill in the use of both context and phonetic clues to identify unfamiliar words.
   e. To develop some skill in building a new word by affixing a blend or a digraph to a known word.

4. Structural Analysis
   a. To develop the ability to recognize both the root word and the variant when;
      1. 's is added to show possession
      2. s or es is added to show the plural form of nouns
      3. s,ed,d, and ing are added to known verb forms.
   b. To develop the ability to recognize the parts of compound words and to build a few new compound words from known words.

II. Good Reading Habits
   A. To promote good habits for the handling and care of books and materials.
   B. To promote the habit of reading silently before reading orally.
   C. To promote the habit of using the table of contents to find a new story and the new unit title.
   D. To encourage the habit of noticing and reacting to various kinds of reading materialsc such as bulletin- board notices, charts, and posters.
   E. To promote the habit of applying word-study skills to identify unfamiliar words while reading independently.

III. Attitudes and Appreciations

A. General

1. To develop the attitude of expecting pleasure and satisfaction from the reading of books.
2. To develop the habit of using printed materials to gain information to satisfy personal needs.
3. To develop a sense of responsibility on the part of both listener and reader during oral reading activities.
4. To develop an appreciation for the use of appropriate titles for stories, books, and units within a book.

B. In Relation to the Content

1. To develop increased understanding of the many ways family and neighbors may have fun together during the different seasons.
2. To provide opportunities for identification with children at Cherry Street School in situations involving work, play, pets, and lost and found articles.
3. To develop an appreciation of the contributions of the storekeeper and the delivery boy.
4. To develop some understanding of the workers who carry messages, who help people have fun.
5. To provide opportunities for laughter through humorous stories about animals in which a real problem is presented and solved by the efforts and ingenuity of the animals themselves.
6. To promote increased skill in the analysis of personality patterns through discussing the characters, their actions, and their possible feelings.

Level 7

I. Vocabulary
- A. Review previous vocabulary
- B. Sight word development (Dolch list and Ginn list)
- C. Picture context clues
- D. General word configuration
- E. Initial consonants and consonant blends
- F. Rhyming words
- G. Compound words
- H. Contractions
- I. Confusing words
- J. Word meanings--synonyms and antonyms

II. Word Analysis
- A. Strengthen consonant blends
- B. Strengthen word families
- C. Teach phonetic rules

III. Structural analysis
- A. Root words
- B. Word endings--s, ed, ing, en, er, es
- C. Little words in big words
- D. Possessive

IV. Comprehension
- A. Association of ideas
  - 1. Drawing conclusions
  - 2. Sensing relationships
  - 3. Predicting outcomes
  - 4. Associating text with pictures
- B. Comprehension and evaluation
  - 1. Answering specific questions
  - 2. Following directions
  - 3. Remembering important ideas
- C. Organization of ideas
  - 1. Finding main idea
  - 2. Sequential order
- D. Locating information
  - 1. Finding contents
  - 2. Finding page numbers
  - 3. Titles
- E. Appreciation
  - 1. Dramatization
  - 2. Story telling

V. Oral reading
- A. Reading clearly, smoothly and distinctly
- B. Read with expression
- C. Observe punctuation marks

VI. Silent Reading
- A. Eliminate lip reading
- B. React to a story and predict outcome
- C. Strengthen habit of applying word-study skills
- D. Skill of finding answers to questions
- E. Skill needed to recognize events in order

LEVEL 8

I. Skills

A. Comprehension

1. Skill in interpretation of story plot
2. Ability to interpret orally mood of s tory
3. Ability to appreciate and interpret feelings of characters and identify with them
4. Ability to read for details, locate specific information, verify opinions, and follow complex directions
5. Ability to find main idea by choosing a summary sentence for a paragraph and by writing a sentence which expresses the main idea of the story.

6. Ability to recognize sequential order by retelling a story in proper sequence , by planning steps in an activity, by telling how to make something, and by giving directions in sequence.

7. Ability to read creatively, anticipating plot development, using personal experiences to interpret story situations, drawing conclusions, determining cause-and-effect relationships, seeing inferences and implications, and appreciating sensory impressions.

8. Ability to read critically, recognizing false statements and irrelevant ideas, weighing evidence and forming judgments for solution of problems

9. Ability to read a variety of materials with pleasure and satisfaction and for a variety of purposes.

B. Word-Study Skills

1. Word Meaning
   a. To continue to build meaningful associations for sight wordsthrough recognition of simple definitions, context clues, contrast and comparison, classification, and dramatic play and pantomime.

   b. To continue to promote the idea that some words have more than one meaning

   c. To increase speaking and listening vocabularies.

2. Word Recognition
   a. To develop accurate recognition of the 552 words presented in basic vocabulary readers.
   b. To develop ability to use context clues

3. Phonetic Analysis
   a. To extend and review the auditory and visual recognition of all consonants in initial, medial, and final positions; the variant sounds of c and g.
   b. To direct observation of the silent letters in Kn, wr, gh; the similarity in sound of x and cks and of ng and nk.
   c. To review the two-letter blends and digraphs previously presented and to observe the three-letter blends spr, squ, str, and thr as they occur in the text.
   d. To review and extend recognition of vowel digraphs; observation of diphthongs
   e. To extend recognition of analogous words

4. Structural Analysis
   a. To develop ability to see differences in word structure
   b. To recognize variants of known words made by adding s, es, ed, ing; by changing y to i before endings; by dropping e before endings; by doubling consonants before endings.

   c. To direct attention to comparative degree
   d. To review use of apostrophe- possessive and contraction
   e. Review formation of compound words

II. Good Reading Habits
   A. To encourage critical reading (thinking)
   B. To develop habit of using table of contents
   C. To strengthen habit of applying word-study skills in identifying unfamiliar words while reading independently
   D. To encourage use of books from school and public libraries-(care)

III. Attitudes and Appreciation
   A. General
      1. To develop attitude of expecting pleasure from reading
      2. To encourage habit of using printed material to gain information
      3. To develop appreciation of poetry, rhythm, and descriptive uses.
      4. To develop sense of responsibility on part of listener
      5. To promote good study habits
      6. To develop interest in reading
      7. To contribute to child's social and emotional security through success in reading.

   B. To develop skills in reading in content areas

IV. Oral Reading
   A. Read clearly and distinctly
   B. Read with expression
   C. Read fluently
   D. Read so that listeners enjoy story
   E. Read to create interest (choosing a portion of a story to present in order to make others want to read it)

V. Silent Reading
   A. To select material appropriate for student
   B. To adjust rate of reading according to purpose, stressing flexibility.
   C. To eliminate vocalization and subvocalization
   D. To learn to summarize (precis writing)

LEVEL 9

Review levels 7 and 8

I. Vocabulary
  A. Root or stem words
  B. Sight word development
    1. Dolch's 220 word list
  C. Word Clues
    1. Initial consonant blends
    2. Similal and opposite meanings
    3. Compound words
    4. Possessives and word endings
    5. Confusion words (ex. every, ever)

II. Word Meaning
  A. Meanings of words
  B. Synonyms
  C. Homonyms
  D. Idnetical words

III. Word Attack
  A. Phonies
    1. Consonant blends
    2. Initial and final Consonant blends
    3. Consonant blends in medial position
    4. Final consonant blends
    5. Word families
    6. Phonetic rules
      a. A single vowel at the beginning or end of a word or syllable is usually short, as in back.
      b. An "e" on the end of a word usually makes the preceding vowel long, as in ride.
      c. A single vowel on the end of a word or syllable is long, as in she and my.
      d. When there are two vowels togather, the first is long and the second is silent, as in train.
      e. Y at the beginning of a word is a consonant; anywhere else it is a vowel, as in yard and bicycle, my.
      f. (1) C, sounds like K when followed by a,o, or u, as in candy cold, and cut.
      (2) C sounds like s when followed by e,i, or y as in cents, city, and bocycle.
      g. (1) G has the hard sound when followed by a, o, or u, as in gay, goat, and gum.
      (2) G sounds like J when followed by e,i, or y as in gentle, ginger, and gypsy.
      h. When attacking a word, begin with the first vowel in the word or syllable.

IV. Structural analysis
  A. Base, root or stem words
  B. Word endings
    1. Review: s, ed, ing
    2. Introduce: in, er, es, eat, ful, ly, and y
  C. Change y to i and add es
    1. Ex. pony-ponies

level 9 (continued)

D. Drop final e and adding
  1. ex. write-writing
E. Drop final consonant before adding ing.
  1. ex. running
F. Find a little word in a big word
  1. other as in mother
G. Compound words
  1. everything
H. Contractions
I. Possessives
J. Disconnecting printed "fi" and "fl"
  1. ex. fish, fly

V Comprehension
  A. Association of ideas
    1. Sensing relationships
    2. Drawing conclusions
    3. Predicting outcomes
    4. Find proof
    5. Visualizing plot, setting, characters
    6. Associating text with pictures

  B. Comprehension and evaluation
    1. Answering specific questions
    2. Following printed directions

  C. Organization of ideas
    1. Finding main ideas
    2. Classifying ideas
    3. Fellowing sequence

  D. Locating information
    1. Using contents, page number titles
    2. Finding specific information

  E. Finding Meanings
  F. Appreciation
    1. Dramatizing
    2. Illustrations
    3. Story telling

VI Oral Reading
  A. Read fluently
  B. Read so that listeners enjoy the story
  C. Read with expression

LEVEL 10

Review level 9

I Vocabulary
- A. Word Recognition
  - 1. 220 sight words (Dolch's)

II. New Skills
- A. General word configuration
- B. Prefixes and suffixes
- C. Clarify compound words
  - 1. One known and one unknown word to make compound words
- D. Be able to locate an unknown base word with the suffixes; y, ly, ing, en, er, est.
- E. Syllabication

III. Word Attack Skills
- A. Review Skills
  - 1. Auditory and visual recognition of consonant blend.
  - 2. Two and three letter consonant blends
  - 3. Long and short vowels
  - 4. Recognition of
    - a. Common phonograms
    - b. Differences in configuration of words commonly confused as, was, saw.
    - c. Variants of known words formed by adding as, d, ing, er, est, and drop final e, double consonant, change y to i.
  - 5. Compounds
  - 6. Contractions
  - 7. Vowel sounds
  - 8. Silent letters
  - 9. Context clues

- B. New Skills
  - 1. Forming plurls
  - 2. Syllabications
  - 3. Hyphenated words
  - 4. Accents

IV. Comprehension (Silent Reading)
- A. Review Skills
- B. New Skills
  - 1. Locate details
  - 2. Ability to skim
  - 3. Ability to determine source of material
  - 4. Alphabeting

V. Oral reading
- A. Good volume in pleasing voice
- B. Smoothness
- C. Clear enunciation
- D. Accuracy in word pronunciation and recognition
- E. Skill in following the line, keeping the place.
- F. Ability to convey meaning and feeling effectively

PRIMARY BLOCK

Level 11

Review skills 9 and 10

I. Vocabulary
  A. Word recognition skills
    1. Automatically recognize common and useful words
    2. Develop ability of word association
  B. Word Meaning
    1. Develop training in getting meaning from context
    2. Use words in sentences to show meaning-Homoyms, Antonyms Spyneyms
    3. Choose words with similar meaning: Develop the ability of finding the "right word", for the right phrase example said, replied.
    4. Recognize and understand the meaning of verbs which change forms and pronunciation to show the change of time.
       ex. sleep, slept
    5. Use of punctuation in relation to meaning.
    6. Use of map skills.

II. Word Attack Skills
  A. Structural Analysis
    1. Learn rules for syllabication
    2. Develop the understanding that accent effect and vowel sound in syllables.
    3. Stress prefixes and suffixes
  B. Phonetic Analysis
    1. Re-teach any principles assigned the primary grades.
      a. Single and double consonant blends
      b. Speech Consonants
      c. Vowel disgraphs
      d. Dipthongs
  C. Training the use of dictionary and glossary
    1. Alphabetizing
    2. Finding words in list that begin with the same letters

III. Comprehension
  A. Finding the main idea
    1. Choosing titles
    2. Summarize
    3. Recognizing and discussing
  B. Finding details
    1. Finding specific information
    2. Interpreting descriptive words, phrases, and using vocabulary in new context.
    3. Reproduce by illustration
    4. Verifying answers

IV. Oral Reading
  A. Review skills previously taught
    1. Choral Reading
    2. Rate - about the same as one speaks.
    3. Variety of pitch
    4. Variety in duration of words.

Level 12

Review 10 and 11

I. Vocabulary
  A. Introduce new words
    1. Review Dolch word list
    2. Recognizing syllables in words
      a. How many syllables in a word
      b. Rapid recognition of basic words
  B. Meaning of words
    1. Interpreting word meaning
    2. Use of map and pictures to enrich word meanings
    3. Configuration (shape of words)
    4. Using derived forms

II Word Attack Skills
  A. Phonies
    1. Syllabication
    2. Vowel sounds
    3. Accent
  B. Dictionary
    1. Alphabetize by second and third letter
  C. Glossary
    1. Dictionary of words for one particular book
    2. Use guide words
    3. Find meaning to understand what is being read

III Context Clues
    1. Review using context clues
    2. Review associating ideas with words
    3. Review associating ideas with characters
    4. Sentence structure
    5. Stress capitalization (proper nouns)
    6. Poetry
    7. Picture, map, and diagram

IV. Comprehension
  A. Locating information
    1. Table of Contents
      a. Examine table of contents of several books
    2. Book parts
      a. Finding title page, pictures and guide words.
    3. Arranging alphabetically
  B. Reference materials
    1. The encyclopedia
    2. Atlas and maps
    3. Magazines, newspapers
    4. Dictionaries
  C. Reading to organize
    1. Outline
    2. List sentences in order of event
    3. Follow directions
    4. Summarize
  D. Reading to retain information
    1. Aids to retention
      a. Choice of correct answers
    2. Oral and written recall

MATERIALS LIST OF LEVEL 9, 10, 11, and 12

PRIMARY BLOCK

I. Games
- a. Dolch syllable game
- b. Match game set II and I
- c. The End and E game (vowels)
- d. Group Word Teaching
- e. Object - Lotto
- f. Fun with Rhymes
- g. Word blends
- h. Word suffixes
- i. Word prefixes
- j. Consonant - Lotto
- k. Phonic word builder
- l. Phonetic Cuismo
- m. Consonart Pictures
- n. Objects that Rhyme
- o. Picture Phonic Cards
- p. Lets Learn Sequence
- q. Word Builder
- r. Phonies- sounds in words
  1. Part I - Consonants - book 7
  2. Part II - Vowels - book 8
  3. Part III - Syllables - book 9

II Flash Cards
- a. Vocabulary
- b. Phonies
- c. Consonants
- d. Blends
- e. Vowel
- f. Syllables
- g. Two letter Consonants

III Machines
- a. Movie Projecter & Film Strip
- b. Suzette
- c. Record player
- d. N. D. L. Reading machine
- e. Tape Recorder
- f. Tach X
- g. Overhead projecter

IV. Miscellanous
- a. Sentence Strip
- b. Posters
- c. Tapes
- d. Charts
- e. Maps

V. Books
- a. Ginn Basal Readers
  1. Finding New Neighbors
  2. Friends Far and Near
- b. My Do and Learn Book
- c. Activity Sheets
- d. S.R.A. Kits
  1. Programmed Reading Kits

LEVEL 12 (continued)

E. Reading to evaluate
   1. Facts from opinion
   2. Judge reasonableness and relevancy
F. Read for Appreciation

V. Oral Reading Skills

A. Recognize and reproduce words with speed and accuracy
B. Interpret marks of punctuation accurately.
C. Read in a pleasant and well-medulated voice.
D. Express emotion
E. Dramatize portions of the story
F. Choral reading and poetry
G. Listening appreciation
H. Creative response

INTERMEDIATE BLOCK

INTERMEDIATE SECTIONS

*** Fourth Complex

Levels	Teacher
13	Kathleen Cordle
14	Cloral Arrington
15	Wilma Jean Lemaster
16	Elsie Jones

Teachers will rotate from one level to another in reverse order at the end of each eight weeks. First rotation: Teacher of level 13 will move to level 16. Teacher of level 16 will rotate to level 15, etc.

Fifth Complex

Possible Title	Level	Teacher
Charlie Brown's Gang	17	Lucy B. Elkins
Freddy's Gang	18	Staff
Nancy's Gang	19	Staff
Snuffy Smith's Gang	20	Wilma Chapman

Teachers will rotate in reverse order from one level to another at end of each eight weeks. First rotation: Teacher of level 17 will go to level 20. Teacher of level 20 will rotate to level 19, etc.

Sixth Complex

Levels	Teacher
21	Ernestine Kennedy
22	Staff
23	Sue Varney
24	Mary Thompson

Teachers will rotate from one level to another in reverse order at the end of each eight weeks. First rotation: Teacher of level 21 will rotate to level 24. Teacher of level 24 will rotate to level 23, etc.

Seventh Comple x

Levels	Teacher
25	Nancy Kearns
26	Mary Lou Sparks
27	Elaine Butler
28	Elva Johns

Teachers will rotate in reverse order.

Intermediate

I. How to define reading levels for the 4th, 5th, 6th, and 7th grades.

A. Tests and teachers observations.

High - 4.6 - 82 grade level - 34 pupils

High Average - 3.7 - 4.4 - 29 Pupils

Low Average - 2.8 - 36 below grade level - 32 Pupils

Below Average - 1.0 - 2.7 - 22 Pupils

B. Division within each Level

1. (Low)

a. Doesn't know basic voc.
b. Can't read with comprehension
c. No word attack skills
d. Phonics
e. Doesn't follow directions
f. Poor listening habit
g. Can't work on his own

2. (Average)

a. Sufficient control of basic skills
b. Reads with average comprehension
c. Limited ability ~~xxxxx~~ to organize materials
d. Only reads when instructed to

3. (High)

a. Reads a variety of materials
b. Reads with comprehension above grade level
c. Critical and interpretative reading
d. Work independently (Library ets.)
e. Broader interest span
f. Can read with ease and spend
g. Able to apply the reading skills
h. Reads for pleasure
i. Follows instructions
j. Able to interpret charts, time tables, graphs, ets.

(Teacher Uses only)

FOURTH COMPLEX

OBJECTIVES

1. Readiness for Reading
   a. Physical Readiness
   b. Emotional-Social Readiness
   c. Intellectual Readiness

2. To satisfy the interests and stimulate the imaginations of the children through reading.

3. Reading and interpreting meaning from the printed page.

4. Building essential habits and skills to promote reading.

5. To further the skills needed in following directions, answering questions, taking notes, organizing, summarizing, and outlining.

6. To broaden interests in a variety of subjects.

7. To strengthen the habit of concentration for longer periods of time.

8. To enable the child to read with greater ability and ease.

9. Develop attitudes of cooperation, understanding, and appreciation of other people.

10. To strengthen good habits in care and love of books.

See attached chart for check list of all levels

Level I

1. Beginning and ending sounds
2. Long and short vowel sounds
3. Use text on Individual level
4. Use games (sound-likes and differences)
5. Consonant blends
6. Listening skills
7. Talking skills
8. Phrasing
9. Vocabulary

LEVEL II

Review Level I

1. Comprehension
   a. organize steps in order
   b. find main idea
   c. details
   d. draw conclusion

2. Listening Skills

3. Using Information
   a. following direction

4. Paragraph Meaning

5. Cre ative Writing and talkirg

6. Phonics

7. Word Attack

8. Oral and Silent Readirg

Level III

1. Fourth Reader Readiness Tests
   Vocabulary
   Word analysis
   Comprehension

2. Silent Reading
   a. habits of word attack
   b. recall of ideas
   c. rate
   d. lip movement

3. Oral Reading
   a. Habits of word attack
   b. Smoothness and accuracy
   c. Voice
   d. Good phrasing

4. Reading activities (workbook, ets.)
   a. Follows directions
   b. Independence
   c. Persistence
   d. Interest

Level IV

1. Enrichment plus basic text on childs level
2. Creative writing
3. Word structure
4. Dictionary skills
5. Extension (use a wide selection of material)
6. Learn to evaluate
7. Oral and silent rea ing

Skills

1. Context and word analysis
2. Listening
3. Oral Reading
4. Paragraph Working
5. Free silent reading
6. Dramatization
7. Book Reviews
8. Reading Poetry (Ind. Group)
9. Reading for various specific purposes
10. To cope with meaning difficulties
11. Skill in studing information reading matter
12. Using dictionary
13. Using index to locate information
14. Finding topic
15. Sequences of events

Phonetic Elements:

16. Consonant elements
17. Vowel sounds
18. Vowel rules
19. Consonant rules
20. Common endings and prefixes
21. Common Syllables
22. Syllable rules

MATERIALS

1. Text book
2. Work book
3. Individual Work Sheets
4. Reading Machines
5. S. R. A.
6. Tape Recorder
7. Overhead Projector
8. Game Lab.
9. Magazines and newspaper
10. Paper backs
11. Charts
12. Filmstrip Projector
13. Word Cards
14. Record Player
15. Listening records
    Phonics records
16. Dictionary
17. Posters
18. Bulletin Board
    (to cd. with sub. matter)
19. Variety of books

*All of these materials can be used to develop skills on all levels.

4th Complex - Checksheet

Pupil _____ Level 13

Teacher:	First Cordle	Second	Third	Fourth
Skills	Poor	Fair	Good	Excellent
Readiness				
Vocabulary:				
A. Knows basic words Level 1 - 4				
B. Speaking				
C. Reading:				
(1) Oral				
(2) Silent				
(3) Expressive				
Phonetic Analysis:				
A. Vowels				
(1) Long				
(2) Short				
B. Consonants:				
(1) Beginning				
(2) Medial				
(3) Ending				
Comprehension				
Activities (1) Workbook (2) Worksheet (3) Group Participation				

Teacher Comment:

Parent Comment:

4-th COMPLEX CHECK SHEET

PUPIL	Level 14			
TEACHER FIRST ARRINGTON	SECOND		THIRD	FOURTH
SKILLS	Poor	Fair	Good	Excellent
Word Attack Skills				
Comprehension:				
A. Main Idea				
B. Sequence				
C. Answer Questions				
D. Topic Sentence				
Reading:				
A. Oral				
B.Silent				
C.Creative				
D.Drawing Conclusions				
Dictionary Skills:				
A. Alphabetize				
B. Divide Words				
C. Meaning				
Following Directions:				
Using Information:				
Teacher's Comment:				
Parent's Comment:				

4-th COMPLEX CHECK SHEET

PUPIL	Level 15			
TEACHER	FIRST LEMASTER	SECOND	THIRD	FOURTH
SKILLS	POOR	FAIR	GOOD	Excellent
Word Attack Skills				
A. Apply Vowel Rules				
B. Apply Consonant Rules				
C. Apply Digraph Rules				
D. Prefixes & Suffixes				
E. Word Division				
Comprehension:				
Locating Information				
A. Index				
B. Table of Contents				
C. Alphabetical order				
D. Reference Books				
E. Dictionaries				
Reading:				
A. Oral				
B. Silent				
C. Skimming				
D. Specific Information				
E. Workbook				
~~XXXXXXXXXXX~~				
F. Work Sheet				
Following Directions:				
TEACHER COMMENT:				
~~PARENTS COMMENT:~~				

4-th COMPLEX-CHECK SHEET

PUPIL	Level 16			
TEACHER	FIRST JONES	SECOND	THIRD	FOURTH
SKILLS	POOR	FAIR	GOOD	EXCELLENT
Apply word Attack Skills in Previous Levels				
Comprehension:				
A. Predict outcomes				
B. Solving Problems				
C. Discrimination				
D. Evaluation				
E. Creative Writing				
Outlining:				
Summarizing:				
Appreciation:				
Teacher's Comment:				
Parent's Comment:				

Fifth Complex

Readiness Test for Fifth

1. Basic Vocabulary--Dolch's or Grey's Average Vocabulary for grade level

II. Reading Skills (silent)
- A. Reading for main idea
- B. Reading to find the main idea of the paragraph
- C. Reading for sequences or outline--steps how related
- D. Reading for detail

III. Vocabulary Skills (Words recognition-review)
- A. Word recognition
  1. Noting similarities
  2. Root words
  3. Prefixes and Suffixes
  4. Recognizing syllables
  5. Accent rules

- B. Meaning of words
  1. Intepreting word meanings (multiple-meaning)
  2. Use of maps--dramatize pictures to enrich word meanings
  3. Synonyms, antonyms, heteronyms
  4. Picture clues
  5. Picture clues
  6. Compound words
  7. Configuration
  8. Dervied forms
  9. Contractions

IV. Word Attack Skills
- A. Phonies
  1. Syllabication (rules)
     - a. Each syl able must contain a vowel
     - b. Root word is a syllable and is not divided
     - c. Suffixes and prefixes are syl ables
     - d. etc.

  2. Vowel Sounds
     1. When there is only one vowel in a word or syllable the vowel is
     2. When two vowels come together the first is long and the second silent
     3. Etc.
     4. Give key words to remember

  3. Accent marks
     1. In a word of two or more syllables, the first syllable is usually accented unless it is a preffix

- B. Dictionary (alphabetizing, guides, words, using dictionary
  1. Note how accent is located in Noah Webster and other editions

FIFTH -- COMPLEX

V. Reading for Fun
- A. Developing sense of humor (tail, tales, etc.)
- B. Feeling
- C. Games

VI. Oral Reading
- A. Stage- dramatization
- B. T.V.
- C. Emotion

VII. Speed
- A. Read in phrases
- B. Eye expansion (perception)
- C. Regressions

VIII. Personalty Creative materials--Languages Experiences approach, Poetry, Creative writing-Self image

- A. NEA finish the story
- B. Choral reading
- C. Sociograms
- D. Bibiography
- E. Autobiography
- F. Check sheet for oral reading (Ginn)
  Attitude toward reading

IX. Readiness Test
- A. Linguistic Tests
- B. Check Sheets
- C. Folders on each child

X. Dictionary Skills
- A. Guide words
- B. Diacritical markings
- C. Accent marks
- D. Origin of words
- E. Parts of speech

FIFTH COMPLEX (continued)

XI. Reference Materials
- A. Encyclopedia
- B. World Almanac
- C. Child Craft-Names of Children's encyclopedias
- D. Atlas Maps-time tables-maps, magazines and Newspapers
- E. Roman numerals-codes
- F. Dewey Decimal System
- G. Card catalogue (cross reference)
- H. Organization
  - 1. Outlining
  - 2. Summarizing
  - e. Following directions

I. Memorizing--retention (poetry-short prose)

J. Critical Reading

K. Evaluating books and sources

SKILLS IN COMPREHENSION

1. Word knowledge
2. Ability to select appropriate meaning for a word or phrase in the light of its contextual setting
3. Ability to follow the organization of a passage and to identify antecedents and references in it.
4. Ability to select the main thought of a passage
5. Ability to answer questions that are answered in a passage but not in the words in which the question is asked
6. Ability to draw inferences
7. Ability to recognize the literary devices used in a passage and to identify its tone or mood
8. Ability to determine the writer's purpose, intent, or point of view.

SIXTH COMPLEX

I. Attitudes and Appreciations
   A. To foster a love for books and an appreciation of how they enrich our lives and widen our experiences
   B. To encourage the use of books as a source of information
   C. To foster an appreciation of rhythm and sensory impressions through reading and listening to poetry and prose.
   D. To develop the attitude that reading is thinking
   E. To develop ethical values through considerations of the behavior of story characters
   F. To develop an appreciation of the contributions of people of earlier times
   G. To develop fine literary taste through use of a wide variety of stories.
   H. To develop a thoughtful and critical attitude about the author's purpose and point of view

II. Good reading habits

   A. To strengthen the habit of reading independently for the solution of problems and for pleasure
   B. To strengthen the habit of adjusting one's method of reading to the type of materials read and the purpose for reading it.
   C. To strengthen the habit of using more than one source for an answer to question checking.
   D. To strengthen the habit of reading with concentration for longer periods of time.
   E. To strengthen the habit of independent attack on unfamiliar words through the use of various skills
   F. To strengthen the habit of using the table of contents, the index, and the glossary
   G. To develop further the habit of thinking critically about different types of material

III. Skills

A. To enrich and extend vocabulary through the knowledge of word relationships

B. To strengthen ability to use context clues to attack new vocabulary and to determine word meaning

C. To develop greater skill in the use of the dictionary

D. To further the use of phonetic and structural analysis in the recognition of new words

E. To promote the ability to recognize the author's main idea, and details and sequence of ideas on events which support the main ideas

F. To further the skills needed in using the ideas gained from reading in such a way as drawing conclusions, making inferences, seeing cause-and-effect relationship, and forming judgments.

G. To further the skills of critical reading in such ways as evaluating information gained from reading, discriminating between relevant and irrelevant ideas, and in using facts to form opinions.

H. To develop the ability to read creatively in such ways as using the author's ideas to clarify one's own thinking.

I. To develop the ability to locate information by using the table of contents, index, and other aids.

J. To strengthen the skills needed for notetaking, outlining, and preparing reports.

K. To develop skill in understanding and using pictorial and graphic material in textbooks and reference books.

"We need to know three things before we start"

I. Where we are now

II. Where we want to go

III. What obstacles might stand in the way of our getting there.

SIXTH COMPLEX

SKILLS	MATERIALS
1. Factual Comprehonsion	1. Filmstrip projector and films Tape Recordor E.D.L. Machines Workshoets Flash X Text and reforonco books Newspapers Magazines S.R.A. Suzotto
2. Inforonco Thinking Skills	2. Gamos Workshoets Listoning Records Filmstrip Projector
3. Vocabulary	3. Workshoets Flash Cards Charts Controlled Roador Roading Gamos Text Roforonco Books Dictionarios Records Flash X Transparancios Overhoad Projector
4. Summary or Organization Skills	4. Workshoets Graphs Charts Encyclopodia Maps
5. Oral Roading Skills	5. Workshoets Charts Choral Readings Poom Tapo Recordor Radio Scripts Play Acting
6. Roading for differont purposos	6. Table of Contont Indox Glossary Timo Tablos Rocipos Card Cataloguo Overhoad Projector Projector & Filmstrip Gamos Flash Cards E.D.L. Roador

Sixth Complex

SKILLS	MATERIALS
	Transparancies Flash X Posters Encyclopedias
7. Selection and Evaluation	7. Library Books Newspaper Magazines Encyclopedia
8. Location of Information	8. Reference Books Text Books Periodical Literature Almanacs Various Appendixs Encyclopedia Maps Charts Graphs Card Catalogue Dictionaries Telephone Directory

SEVENTH GRADE OBJECTIVES

1. Attitudes and appreciatives
2. Good reading habits
3. Good reading skills
   a. Thinking skills
   b. Word meaning
   c. Perceiving relationships
   d. Organizing ideas (sequences)
   e. Comprehension
   f. Skimming
   g. Vocabulary word building
   h. Word recognition

4. Develop imagery
5. Organizing and out living
6. Phonics
7. Grouping clues
8. Teacher planning
9. Lesson plans
10. Create interest

STIDY SKILLS 7th COMPLEX

SKILLS	MATERIALS
1. Word Meaning	1. Charts Records Dictionaries Games Film Strips
2. Word Recognition	2. Projector Pictures Books Dictionaries Controlled Reader
3. Phonetic Analysis	3. Film Strip Games Dictionaries Work Sheets Overhead Projector World Books
4. Structural Anaysis	4. Records Film Strips Word Cards Reading Manual
5. Comprehension	5. Books Work Sheets Tests S.R.A. Kit Controlled Reader Writing Stories
6. Location Skills	6. Text Books Dictionaries Any Reference Books
7. Library Skills	7. Language Books Library
8. Sensory Images	8. Health Text Drawings Charts Mimeograph Sheets
9. Interpreting Ideas	9. Basal Reader S.R.A. Kit Work Sheets
10. Oral Reading	10. Tape Recorder Book Reviews Basal Reader Dramatization Choral Reading

Study Skills 7th Complex

11. Silent Reading	11. Games S.R.A. Kit Controlled Reader Basal Text
12. Listening Skills	12. Teacher S.R.A. Kit Record Player Poems Book Reviews
13. Vocabulary	13. Dictionaries Spelling English Manuals
14. Reading Habits	14. School Library Table of Contents Care of Books Charts Posters Signs
15. Attitudes and Appreciation	15. Choral Reading Puppet Show Story Telling Tours Listening Pantomines Units Sharing Experiences Drawing

SAMPLE LESSON PLANS
Levels 1-28

Sample lessons plans

PRIMARY BLOCK

Level 1,23,&4
Ann Kearns, Hattie Shanks, Norma Thompson, Marguerite Boggs

OBJECTIVES

1. Brief introduction to alphabet
2. Readiness ABC, Chart showing, Configuration of letters
3. Left to right movement of alphabet
4. Likes and differences of alphabet family(Hump family)

METHODS

1. Talk about alphabet
   a. Show alphabet
   b. Picture flast cards
   c. Play alphabet record

2. Draw frames around letters and let children frame letters with hands.

3. Let children trace lines leading to pictures from left to right.

4. Briefly discuss and show chart of alphabet families.

MATERIALS

1. Alphabet flash cards
   "Learn the Alphabet"
2. Nursery Rhyme Alphabet wall display cards

3. Learn the alphabet game.

4. A B C Record and record player

5. Overhead projector

6. Alphabet family chart

Sample Lesson Plan
Primary Block-------Level 5 Ambia Preece

Text--The Pre-Primer Program

I. Developing Readiness
   A. Talking about family fun and work
   B. Getting acquainted with story characters

II. Procedure
   A. Presentation of Our Big Story Book and My Little Red Story Book

III. Vocabulary
   A. New words: Tom ride

   B. Word Cards: # 107-127
   C. Meaningful presentation of vocabulary (Practice in word recognition).
   D. Setting up reading purposes

IV. Reading story
   A. Guided Reading
      1. Ask questionf to arouse interest in story
      2. Find outcome
   B . Rereading for specific purposes (Understanding differences between reading and telling the story).

V. Building essential habits and skills
   A. Comprehension skills
   B. Word-study skills (build story in card holder)
   C. Auditory perception
      1. Identifying common sounds
      2. Loud and soft tones
      3. High and low tones
      4. Identifying voices
   D. Visual discrimination
      1. Alike and different
      2. Workbooks

VI. Related Language Experiences
   A. Descriptions (playing "Who is My Friend?")
   B. Enrichment activities
      1. Class album
      2. Name cards
      3. Storiesto enjoy
      4. Poems to hear
      5. Music to enjoy

Sample Lesson Plan

Primary Block Level 6 Teacher----Curraleen E. Rice

Text: The Little White House--Ginn

I. Introduce the Unit--"Home"
Enlarge and enrich those experiences which relate to wholesome and pleasurable living in a family group, giving a broader understanding of the ways in which a family can enjoy work and play together.

II. Story "At Home" page 4-8

A. Vocabulary
1. New words home at
2. Review word look

B. Develop Readiness for Reading
1. Meaningful presentation of vocabulary (using picture clues; matching printed and manuscript forms).
2. Setting up reading purposes
3. Guided Reading (questions for finding answer)
4. Rereading for specific purposes (reading the conversational parts).

III. Building Essential Habits and Skills
A. Comprehension (creative reading; discarding sentence that does not belong).
B. Word-study skills (word recognition; recognizing capital and lower-case forms of words).
C. Auditory Perception (listening for rhyming similarities)

IV. Related Language Experiences
A. Discussion
B. Talking about animal homes
C. Reading chart

V. Enrichment activities (drawing, science, stories to enjoy)

VI. Materials

Basic text	Drawing paper
Picture cards	Pencils
Word cards	Crayons
Workbooks	Library books

Sample Lesson Plan

Primary Block Level 7 Teacher---Betty Kazee

Text: On Cherry Street--Ginn

I. Introduce the Unit. We Go To School
   A. Acquaint children with table of contents.; Title
   B. Blackboard--write title

II. Vocabulary
   A. New words school cannot mitten Miss Hill

   B. Use word cards number: 34-76-96-97-131

III. Developing Readiness for Reading
   A. Meaningful readiness for reading
      1. Review new words in chalkboard phrases
      2. Check presentation of sight words
   B. Setting up Reading Purposes

IV. Reading the story --guided reading
   A. Ask questions about each page
   B. Give a specific question to find an answer

V. Building essential habits and skills
   A. Comprehension and study skills
   B. Word study skills--reviewing names for letters "m," "w" "s" "c"
   C. Auditory preception
      1. Listening to note differences in inidial sounds
      2. Supplying words that begin with same sounds
      3. Workbooks

VI. Related Language experiences (conversations about pets; writing--short letter); bulletin board.

Materials for Teaching Story:

Basic text
Pictures of pets
Word cards
Blackboard or overhead projector
Duplicated copies of evaluating sentences
Chart paper
Workbooks
Construction paper
Supplementary stories
Songs by Lilla Belle Pitts

Sample Lesson Plan

Level 8 Mrs. Dobbins

I. To acquaint child with the parts of the book
   A. Table of contents
   B. Units and stories
   C. Word list

II. Proper Care of Book

III. How books are our friends

IV. What we can do with books

Introduce story "Good Neighbors"

I. Objective
   A. Build concept of new words; neighbors, Jean, bang, gate
   B. Enrichment of words
   C. Create interest in reading

II. Materials for concept building:
   A. Flash cards
   B. Sentences on board or on strips
   C. Child 's past experiences
   D. Picture clues

III. Reading--silent
   A. Read to find out who new neighbors are
   B. What are Jack and Jean doing in picture , etc.
   C. Discuss story facts after silent reading
   D. Discuss story facts after silent reading
   E. Locate specific information
   F. Comprehension
      1. Putting sentences in sequence
      2. Using context clues in use of activity sheets

SAMPLE LESSON PLAN

Rita Wilson Primary Block Lovol 9
Lesson plan

OBJECTIVES

Tim e 9:30-11:00

1. Roviow Alphabot
2. Roviow Phonic Sounds (Vowols)
3. Exporimont with lottors.
4. Rocognizo color words and pro primor words.
5. Roviow Soquonco
6. Objocts that Rhymo

Mothods

1. Play Gamos with wholo class using Flash Cards.
2. Using Ditto Shoots

Matorials

1. ABC Gamos
2. Word Buildor
3. Phonics Cards
4. Gamo Lot's Loarn Soquonco
5. Poncils and Papor
6. Crayons
7. Pagos 1, 3, 9, 10 in "Roading for Boginnors"
8. Gamo - Objocts That Rhymo

Virginia Salmons Level 10
Daily Lesson Plan Time 9:00 to 10:00

Objectives

1. Review long and short vowels
2. Read to find information
3. Develop the projection of voice, and pronunciation
4. Develop retention and sequence

Methods

1. Listen to records and flash cards of the recognition of long and short vowels.
2. Introduce the story, A Birthday Surprise PP.31-36 Discuss the title, present new words.
3. Read orally and discuss the story.
4. Word game of words learned from story.

Materials

1. Record player, Phonic records, Flash Cards.
2. Basal reader "Around the Corner"
3. Text Book
4. Flash Cards

SAMPLE LESSONS PLANS

Louvenia Walker time 9:00 - 10:00 Level 11

9:00 - 9:20 Group I

A. Review Dolch reading words
B. Basal Reader
We are Neighbors
1. Introduce book contents, author

9;20-9:40 Group II

A. Basic Skills
1. Relationship between pictures and story incident.
2. Review compound words

9:40-10:00 Group III

A. Listening
1. Phonics records
2. Activity sheet (compound words)

Mildred Hayes time 9:00 - 10:00 Level 12

OBJECTIVES

1. Read to find factual information, read silently to see how useful Barby is and what surprises she has in store for the children
2. To use phonetic clues for word attack, use of consonant blends for word attack
3. To discriminate between main events and story detail to strengthen ability to interpret phrases meaningfully.
4. To enjoy stories and poems.
5. Creative Illustration

METHODS

1. Introduce story, discuss farm, farm animals, horses, read silently, discuss story.
2. Use listening station followed by work sheets
3. Find subtitles in story , reread , skim, make subtitles.
4. Do work sheet deciding phrases that tell where,when,why.
5. Read to children
6. Draw pictures of story ideas

MATERIALS

1. Text
2. Work Sheet
3. Suzette, records and tapes
4. Library Books
FUN AND FROLIC
THEY WANTED A PET and 200 Best Poems
5. Crayons and paper

Samplo Lossen Plans

4th Complex Kathleen Cordle Level 13

9:00 - 10:00

Readiness

1. Get acquainted period for children and teacher.
2. Discuss Summer fun.
3. Let voluntoers tell experiences

Listening

Teacher reads a story or poem and discussion to follow.

Materials

1. Phonic Flash
2. Vowel Pictures for Peg Board
3. Phonic Cards
4. Overhead Projector

4th Complex Cloral Arrington Level 14

Orientation Adjustment

1. Teacher to pupils.
2. Pupils to room.
3. Relate experiments of vacation.

Listening

1. Story read by teacher.
2. Recall parts most interesting.
3. List words on chalk board
4. Discuss long and short sounds.

Materials

Emphasizing Vowel and Phonetic Sounds.
1. Picture Cards.
2. Work Sheets on beginning sounds.

Lesson Plan - Level 15 Wilma Lemaster

Using tape recorder

Give each child a choice of telling either of the stories read (Mon. & Thurs.)
Give child time to think over stories, organize it in order.

As pupil gives this oral report the tacher can listen and check for a number of things.

1. How well has the pupil remembered the story
2. Did he comprehend well
3. Is he telling the story in order
4. Does he remember names of characters
5. Use new words that were introduced
6. Sentence structure
7. Phrasing
8. Expression (voice and facial)
9. Poise
10. Jestures

*(If some children would rather work together and have a dramatic play - make provisions and give help where and when needed.)

5th COMPLEX (17, 18, 19, 20)
(A sample weekly plan)

Monday

All - Choral Reading

Group I
- Vocabulary Study *Teacher
- Controlled Reader
- Comprehension Check Sheet
- Children Folders
- Dictionary Skills

Group II
- Children Folders
- Dictionary Skills
- Vocabulary Study *Teacher
- Controlled Reader
- Comprehension Check Sheet

Group III
- Dictionary Skills
- Controlled Reader
- Comprehension Check Sheet
- Vocabulary Study *Teacher

Tuesday

All - S.R.A. Kits

Group I
- Children Folders *Teacher

Group II
- Listen and Learn
- Children Folders *Teacher
- Reading for Understanding Kit

Group III
- Reading for Understanding Kit
- Listen and Learn
- Children Folders *Teacher

Wednesday

All - Tach. X

Group I
- Study Skill Synonyms
- Spelling *Teacher
- Following Direction
- Map Study

*Teacher is working with this group.

Group II
Spelling *Teacher
Following Directions
Map Study
Study Skills Synonyms

Group III
Following Directions
Study Skills
Spelling *Teacher

Thursday

All - Basal Reader

Group I
Comprehension *Teacher
Game - Using Prefixes and Suffixes

Group II
Game - Word Building
Comprehension *Teacher

Group III
Comprehension Check
Game Basic Sight Vocabulary

Friday

All - Share Library Books

Group I, II, III Film Strip - Story Games

* Teacher is working with this group

Sample Lesson Plan

Levels 17, 18, 19.20

Teacher--Level 17 Mrs. Elkins

1. Vocabulary
   A. Dolch's basic vocabulary materials
   B. Flash cards

2. Materials
   A. Games--Bingo, Phonics for Reading
   B. Overhead projector
   C. Words in context
   D. Charts

Teacher--Level 18----Mrs. Johns

Specific Aim

I. Syllabication (easy vocabulary)

II. Materials
   A. Rules chart
   B. Transparencies
   C. EDL Kits
   D. Paper and Pencils

Teacher--Staff Level 19

Study Skills or dictionary materials
A. Dictionaries (individual)

B. Word list or work sheets (mimeographed)

Teacher--Wilma Chapman

I. Comprehension

II. Materials
   A. Controlled reader
   B. Worksheets or books
   C. Sentence endings
   D. Sequence

Sample Lesson Plan

Reading Level 21 — Ernestine Kennedy

9:00 -- 9:20 — Listening Experience

Poem, "The Old Wife and the Ghost", James Reeves, p. 260.

Story, "Agony and the Culvert", Keith Robertson, page 14.

Poem and story taken from Enrichment Series, Ginn. Both read by teacher. Group may comment.

9:20--9:40 — Group Seminar

Initial consonant review. (Spirit-Master C222, Jenn Publications)

Check results and record in reading folder.

Review carrier words: know, this, that, there, they, them, early, could, please, another, top, hill and top, with and out. Continue word concept of compound words next day.

9:40 --10:00 — Basal Reader.

Introduce Unit I. Interpret picture clues. Establish a purpose for reading the unit with the following questions:

1. What time of day does the story begin?
2. Why is Jack excited?
3. What kind of workmen came to Jack's house?
4. What were their names?
5. How many things did Jack carry to the truck?

(The above questions will be written on the overhead projector before class time.)

Silent reading assignment, pages 4-10.

(Teacher will observe children during the silent reading period, using check list for silent reading habits. Does he point with finger, does he hold book improperly?This information will be recorded in his reading folder.)

7

Sample Lesson Plans

6th Complex Sue Varney Level 23

Story - Lost in the Marchlands

9:00-9:10 - All - Reading of poem "Fog", by Carl Sandburg, teacher.
A listening experience

9:10-10:00 Develop Readiness for Reading
1. Setting of story
   a. Use Map
   b. Discuss Formation of Delta
   c. Give children enough background to understand setting.

New Words --
A. Have new words listed on blackboard
   1. Words to be developed by teacher.
   2. Words to be developed independently.
B. Word - Attack Skills
   1. Short Medial Vowel
   2. Vowels lengthened by final silent e.
   3. Endings ed-ing.

Setting up Reading Purposes
Have following questions listed on chalkboard
1. What kind of person is Gabee?
2. What kind of person is his father?
3. What did Gabee learn from his adventure?
4. In what different ways might Gabee have acted?
5. Will Gabee's life be an easy one?
   Why or why not?

Reading the Story

6th Complex Mary Thompson Level 24

9:00- 9:10 Basal Reader
Story - Two Legs Crossing
ALL - Teacher read the poem "The Road Not Taken" by Robert Frost
9:10-10:00 Develop readiness for Reading the story
1. Setting of Study
   A. Use Map
   B. Look at pictures of Trapping in Colonial days.
   C. Ask questions pertaining to the kinds of animals caught, methods, and importance.
   D. Give background of the story
2. New words (Listed on chalkboard)
   A. Words to be developed by teacher: gesture, balsam, lanker, treacherous.
   B. For Independent Attack: Haskell, debt, grubstake, owing, afford, deserving, plot, erect, tannery

6th Complex Mary Thompson Level 24

3. Skills to be Developed
   A. Syllabification of Prefixes and Suffixes (reputation, chafing, tannery).
   B. Compound words (grubstake, millrace)
   C. Vowels affected by r : gesture, health.
   D. Short medial vowel: bolt, stunned

4. Set up purpose for reading
   A. What lesson did John learn?
   B. How did John showcourage?

5. Read (Silently)

SIMPLE LESSON PLAN

Level 25

Specific Aim

A. Sentence
B. Words

GENERAL AIMS

A. Teach words
B. How to use words in a sentence
C. Vocabulary

PROCEDURE

Give each child a work sheet.
The children will read the short story in sentence form

ACTIVITY

Each child copy words and fill out sentences to complete

MATERIALS

Work sheets, text, paper, pencil and chalk.

Lesson Plan - Level 26 Sparks

I. Specific aims -

A. Learning to recognize and spell names of enquine parts; also locate some on diagram

B. Finding answers to questions

C. Phrase meaning

D. Headline that fits paragraph

II. General aims -

A. Comprehension

B. Correct spelling

C. Finding most important thought in paragraph

III. Procedure

A. Pass out each child a text book

B. Have each child read silently given story, "Puffing Billy"

C. Give some explanations

D. Pass out work sheets

IV. Materials: Old text book Engine Whistles, work sheets, pencils

Lesson Plan - Level 25 Nancy Kearns

Specific Aim
A - Sentences
B - Words

General Aims
A - Teach words
B - How to use words in a sentence
C - Vocabulary

Procedure:

Give each child a work sheet.
The children will read the short story in sentence form.

Activity - Each child copy words and fill out sentences to complete

Materials - Work sheets, text, paper, pencil, and chalk

Lesson Plan Level 27

(7th Grade) Butler

Dictionary Skills

I. Specific aim -

A. Ability to find information

(1) Alphabetical order of words
(2) Root word
(3) Clues on location of words
(4) Contents
(5) Symbols

II. General aims -

A. Frequent use of dictionaries

(1) Ability to acquire information from the dictionary
(2) Use of special sections
(3) Order of definitions
(4) General information

III. Procedure -

A. Introduction or motivation

(1) Each child a dictionary
(2) Give the child time to look over the book
(3) Talk about alphabetical order root words, symbols, clues, and contents.

B. Ask children to find words and list meanings

(1) Order of definitions
(2) Diacritical marks
(3) Part of speech

C. Each child make a list of words for an activity to find in the dictionary.

Materials -

Dictionaries, paper, pencil, chalk, and chalk board

Lesson Plan - Level 28
7th Grade

Nancy Kearns

I. Discovering the dictionary

1. Lead the pupils to discover that the dictionary is
   (a) a book about words
   (b) reference book
   (c) guide to determine meanings, pronounciation and spelling of words etc.
   (Skills)
   1. Alphabetical sequence
   2. Entry words
   3. Guide words

Materials

1. Dictionaries
2. Transparancies - overhead projector
3. Paper
4. Pencils
5. EDL Study Skills
6. EDL Stury Skills reference library

LOUISA ELEMENTARY READING CLINIC

Pansy Walker-Clinician

An attempt to meet the needs of children who are not "print oriented," will be made by the Reading Clinic through a multi-sensory approach to learning.

OBJECTIVES

1. To provide developmental reading experiences for students in grades four, five, six, and seven and all of the levels therein for Louisa Ellementary School.

2. To provide additional reading work for those students who are reading below their grade levels, taking into account expected levels of performance.

3. To focus attention on raising the sights of all students involved in the center.

4. To upgrade the learning techniques of students by attempting to identify their styles of learning (kinesthetic, auditory, tactual, etc.)

5. To improve the academic achievement in the various subjects for all students as a result of increased reading profieiency.

6. To provide multi-sensory experiences of such interest that students will be motivated to stay in school.

DIAGNOSIS

Visual Screening------ ----- telebinocular

Auditory Screening---------- audiometer

HEALTH Factors--in addition to information in regular cumulative record folder.

A. Nutritional Factors
B. General physical needs
C. Social-psychological needs

Home Environment (Family factors)

Socio-Economic factors

Emotional factors

Educational background; days absent, changing schools, etc.

Intellectual factors --in addition to scores in cumulative record, other diagnostic instruments will be used where needed.

Title III Mobile Unit services

Diagnosis (Reading Clinic)
(continued)

CRITERIA FOR SELECTION OF STUDENTS

Pupils may be referred to the clinic by teachers on the following criteria:

1. Students with average intelligence as demonstrated by test scores and, where necessary, by Performance Scale tests on WISC. Clinician will utilize Peabody Picture Vocabulary Test and request further individual testing from Title III Mobile Unit.

2. Students who are considered to be "bright"who are reading two years below their expected levels.

3. Children with I.Q. scores above 85 as measured on individual intelligence tests.

The Reading Clinic must limit attendance for maximum effectiveness. Mrs. Walker will schedule Students after consulting with teachers.

CURRICULUM

I. Developmental
   A. Reading Improvement
      1. Word Perception Skills
         a. Phonetic skills
         b. Structural analysis
         c. Contextual clues
         d. Picture clues
         e. Language Rhyme clues
         f. Use of dictionary
         g. Imagery

   Comprehension
   A. Reading for main idea
      1. Paragraph
      2. Chapter
      3. Textbooks
   B. Reading for relevant details
   C. Reading to follow directions
   D. Reading to predict
   E. Reading to appreciate sensory imagery
   F. Finding and organizing information
      1. Using reference books
      2. Use of tables, graphs and maps
      3. Reading newspapers
      4. Skimming and locating materials

Reading Clinic (continued)

II. Remedial
- A. Listening skills
- B. Talking skills
  1. Pronunciation
  2. Enunciation
  3. Organization
  4. Sharing in discussion
- C. Reading
  1. Scientific skills
  2. Word perception skills
     - a. Phonetic analysis
     - b. Structural analysis
     - c. Contextual analysis
     - d. Picture clues
     - e. Language rhyme clues
     - f. Imagery
- D. Comprehension
  1. Finding seqaence and organization
  2. Reading for main idea
  3. Reading for detail
  4. Reading to follow directions
  5. Writing stories
- E. Vocabulary
  1. Prefixes
  2. Suffixes
  3. Root words
  4. Dictionary
  5. Games
- F. Phrasing
  1. Dramatization
  2. Reading for expression
  3. Use of tape recorder
- G. Develop eye span and speed
  1. Tach-X
  2. Controlled Reader
- H. Reading for personal adjustment
  1. Growth in use of library
  2. Develop reading as an enjoyable leisure activity.
  3. Learn to read more effectively in every subject.

I. Reading--thinking skills
- A. Organization
- B. Judgment
- C. Imagery
- D. Prediction
- E. Analogies
- F. Relationships

Reading Clinic (continued)

J. Mechanical skills
   1. Tach-X
      a. Visual discrimination
      b. Visual perception

   2. Controlled Reader
      a. Directional attack
      b. Economy of fixations
      c. Fewer regressions
      d. Broadening eye span

   3. Tape recorder

      a. Listening
      b. Speaking

REFERRAL FORM FOR READING CLINIC

Information to be filled in by the classroom teacher:

Student's Name_____ Waiting List_____

Grade____ Birthday_____ Sex_____ Accepted_____
(level)__

Parent's Name_____ Not Accepted_____

Address_____ Phone_____

_____

General Achievement

Knowledge of Basic Reading Skills
Vocabulary-word meaning
High___ Average___ Poor_____

Vocabulary-word attack skills
High_____Average____Poor_____

Comprehension
High____ Average_____Poor_____

_____

_____

Tests (Use most recent)

Reading Test
Name of Test_____
Date_____ Score_____

Hearning Test
Results_____Date_____

Vision Test
Results_____Date_____

Articulation (list any speech difficulty)

Intelligence Tes t Score
Name of Test_____
Individual___ Group____
Date _____ Score_____

_____

Specific statement, or a nalysis of pupil's difficulty as the teacher perceives it, including home situation, attitudes, study habits, teacher's attitude toward pupil. (Use back of form if needed)

Referred by:_____
Date_____

INTEREST INVENTORY

1. What do you like to do in your spare time?_____

_____

On Saturdays?_____

On Sundays?_____

With whom do you like to play_ _____

2. How many brothers and sisters do you have?_____

Do you play with them _____

3. If your mother works, who takes care of you when you come home from school?_____

Who gets your breakfast?_____

Are there any jobs you are supposed to do regularly at home?_____

4. Do you go to Sunday School or church?_____

5. Do you take any special lessons?_____

6. Is there any tool or toy you want badly?_____

7. Do you let other children use your toys?_____

8. Have you ever earned any money?_____

9. What do you do with your money?_____

10. What are your favorite TV programs?_____

11. Have you ever been to a farm_____circus_____

Zoo_____art museum_____amusement park_____concert_____

_____Picnic_____ ball game_____ another city_____

12. Have you ever taken a trip by boat, train, bus, auto, airplane?_____

13. Where did you go last summer?_____

14. What kind of pet do you have?_____

15. What subjects do you like best?_____

_____

_____

Class of of 1960 (continued)

16. What subjects do you dislike?_____

17. Do you enjoy reading?_____

18. Do you like to have someone to read to you?_____

19. How many books of your own do you have?_____

20. What kind of reading do you like best?_____

21. What would you like to do when you grow up?_____

22. What would your parents like you to do when you grow up?

_____

PRINCIPLES OF READING

1. Learning to read is a complicated process and is sensitive to a variety of pressures. Too much pressure or the wrong kind of pressure may result in non-learning.

2. Emphasis should be on prevention rather than cure. Reading problems should be detected early and corrected before they deteriorate.

3. Children should not be in the classroom if they have emotional problems sufficiently serious to make them uneducable at the moment or if they interfere with or disrupt the learning process.

4. Learning to read is an individual process.

5. Pupil differences must be a primary consideration in reading instruction.

6. Reading instruction should be thought of as an organized, systematic growth-producing activity.

7. Proper reading instruction depends on the diagnosis of each child's weaknesses and needs.

8. The best diagnosis is useless unless it is used as a blueprint for instruction

9. No child should be expected or forced to attempt to read material which at the moment he is incapable of reading.

10. Reading is a process of getting meaning from printed word symbols. It is not merely a process of making conventionalized noises associated with these symbols.

11. Early in the learning process the child must acquire ways of gaining independence in identifying words through sounds.

12. The concept of readiness should be extended upward to all grades.

13. Learning to read is a long-term developmental process extending over a period of years.

14. Any given technique, practice, or procedure is likely to work better with some children than with others. Hence, the teacher of reading must have a variety of approaches.

Adapted from Heilman

INVENTORY FOR SOCIAL AND INTELLECTUAL ABILITIES AND ATTITUDES
(circle appr. level)

Name _____

(circle level)

	13	14	15	16
	17	18	19	20
	21	22	23	24
	25	26	27	28

1. Does he like to read?
2. Does he think critically about material he reads or hears?
3. Does he have original ideas?
4. Can he follow through on an idea logically in thinking, speaking, or writing?
5. Does he show perseverence in completing his projects?
6. Is he a good leader?
7. Can he also follow?
8. Is he able to stay with a challenging problem or does he get discouraged?
9. Is he constructive in criticism of others?
10. Does he work well with others?
11. Is he interested in class proceedings?
12. Does he participate actively and well in group discussions?
13. Is he thoughtful of other's feelings?
14. Attack unfamiliar words independently?
15. Use context clues
16. Use phonetic analysis in unlocking words
17. Use structural analysis in pronouncing words.
18. If one method of word attack fails, does he try another?
19. Get the main idea from a paragraph
20. Recognize a word quickly the second or third time he meets it
21. Find the meaning of a new word
22. Loses place frequently

(circle level)

Name	13 17 21 25	14 18 22 26	15 19 23 27	16 20 24 28
23. Adds words to context				
24. Ignores punctuation				
25. Pitches voice too low				
26. Uses poor phrasing				
27. Is a word-by-word reader				
28. Enunciates poorly				
29. Holds book too close				
30. Holds book too far away				
31. Seems nervous and tense				
32. Has poor breath control				
33. Finds a word quickly in the glossary or dictionary				
34. Use dictionary for word meaning				
35. Use dictionary for pronunciation				
36. Interpret information found				
37. Use an index efficently				
38. Read schedules, charts & graphs				
39. Use a telephone directory				
40. Interest simple maps				
41. Follow directions as for a game				
42. Read silently with ease and concentration				
43. Read orally with clearness and expression				
44. Can he find main idea from a paragraph an article, or a story?				
45. Accurately recall details and sequences of material read				
46. Draw conclusions, make inferences, and generation from material read				

	(circle level)			
	13 17 21 25	14 18 22 26	15 19 23 27	16 20 24 28
Name				
47. Read critically and evaluate information				
48. Skim				
49. Use reference materials efficiently				
50. Reading speed improved during the year				
51. Anticipate reading periods with pleasure				
52. Opportunities for reading at home				
53. Read for information				
54. Usually finish the books he starts				
55. Absent frequently				
56. Complaint of sickness				
57. Make good use of time				
58. Waste time				
59. Careful in personal appearance				

Home Visits:

Parent Conference:

Teacher Comments:

Reading Skill
Check Sheet
Auditory and Visual

Name: **Date:**

Level: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28

Date

Colors words

Shapes

Likeness and

Differences

Opposites

Comparisons

Alphabet

Phonetical Sounds

Left to right

Initial Consonants

Rhyming words

Sight Vocabulary

Initial Sounds

Medial Sounds

Final Sounds

Word Recognition

Visual Matching

Word Meaning

Root Words and Endings

Compound Words

Initial Consonant Subtitution

Context Clues

Long Vowels

Short Vowels

Hard and soft c

Hard and soft g

C and K Words

Phonograms:

Double Medials

Double Finals

Final Consonant Substitution

Vowel Digraphs

Consonant Digraphs

Blends

Es

Er

Possessives

Apostrope

Contractions

Compounds

"y", "ies", "ied"

Homonyms

Symonyns

Multiple endings

Vowels - Two tegether

Vowels - One in word

Vowel digraphs
ea, ae, oa, ee, etc.

Phonograms

Vowels followed by r, l, and w

Plurals

Prefixes

Suffixes

Table of content

Roots and Endings

Syllabication

Accent

Alphabatizing

Index

Dictionary

Glossary

Encyclopedia

Charts, graphs, tables

Use of Headings

Reading for comprehensions

Finding main idea

Finding Details

Recall Story Facts

Sequence

Reading Information

Classifying

Detect Mood

Draw Conclusions

Story Judgements

Inferences

Predict Outcome

Relate Story To
Personal Experience

Cause and Effect Relationships

Problem Solving

Follow Directions Printed

Define Purpose for Reading

Organize and Summarize

Read For Enjoyment

Skimming

Select & Evaluate Information

1 - Suitable Sources

2 - Relevant & Irrelevant

3 - Fact & Opinion

4 - Use Many Sources To Solve Problem

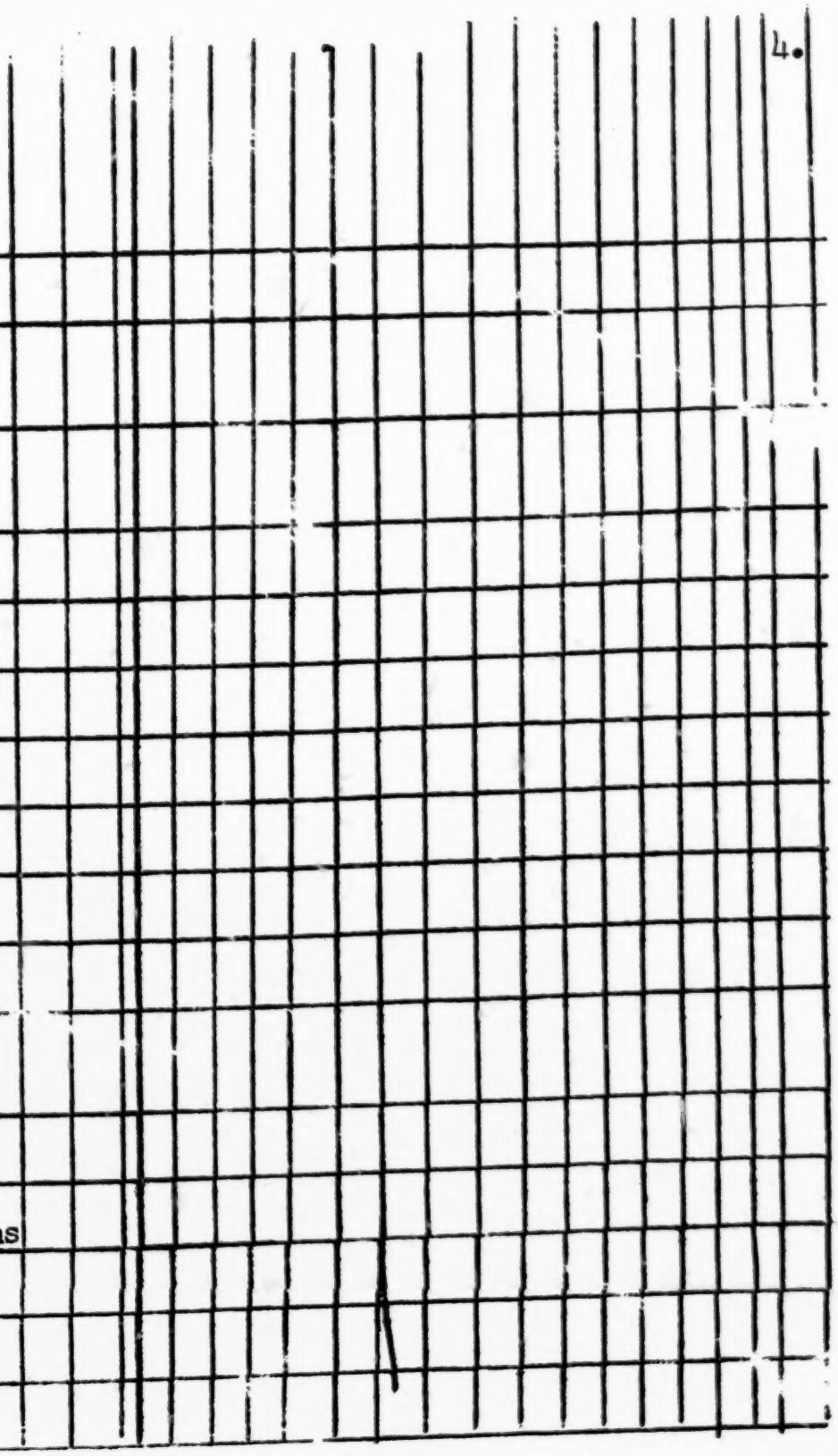
Skill in using information

1 - Skill in following directions

2 - Skill in finding facts

3 - Skill in classification

4 - Skill in summarizing



Written Language
2nd & 3rd year

CAPITALIZATION

Miss, Mrs., Mr.

Name of pet

Days of week

Date of Birth

Title of Books

Names of Stories

Holidays

Streets

Cities & Countries

Title of Report

Punctuation

Periods

Comma

Question Mark

Apostrophe

Quotation Marks
3 rd year

Settings
Oral Written

Must tell something

As a paragraph

To describe

Using "and"

Letter Writing
3rd year

Thank - You letter

Invitations

Address envelope

Correct Usage.

.... seen

gave ... given

went ... gone

is ..... are

isn't .. aren't

was .... were

wasn't . weren't

has .... have

hasn't . haven't

come ... came

did .... done

Action Words
Needing Help

Action Words
No Help

Words / Tell where

Words / Tell when

Words / "What kind of"

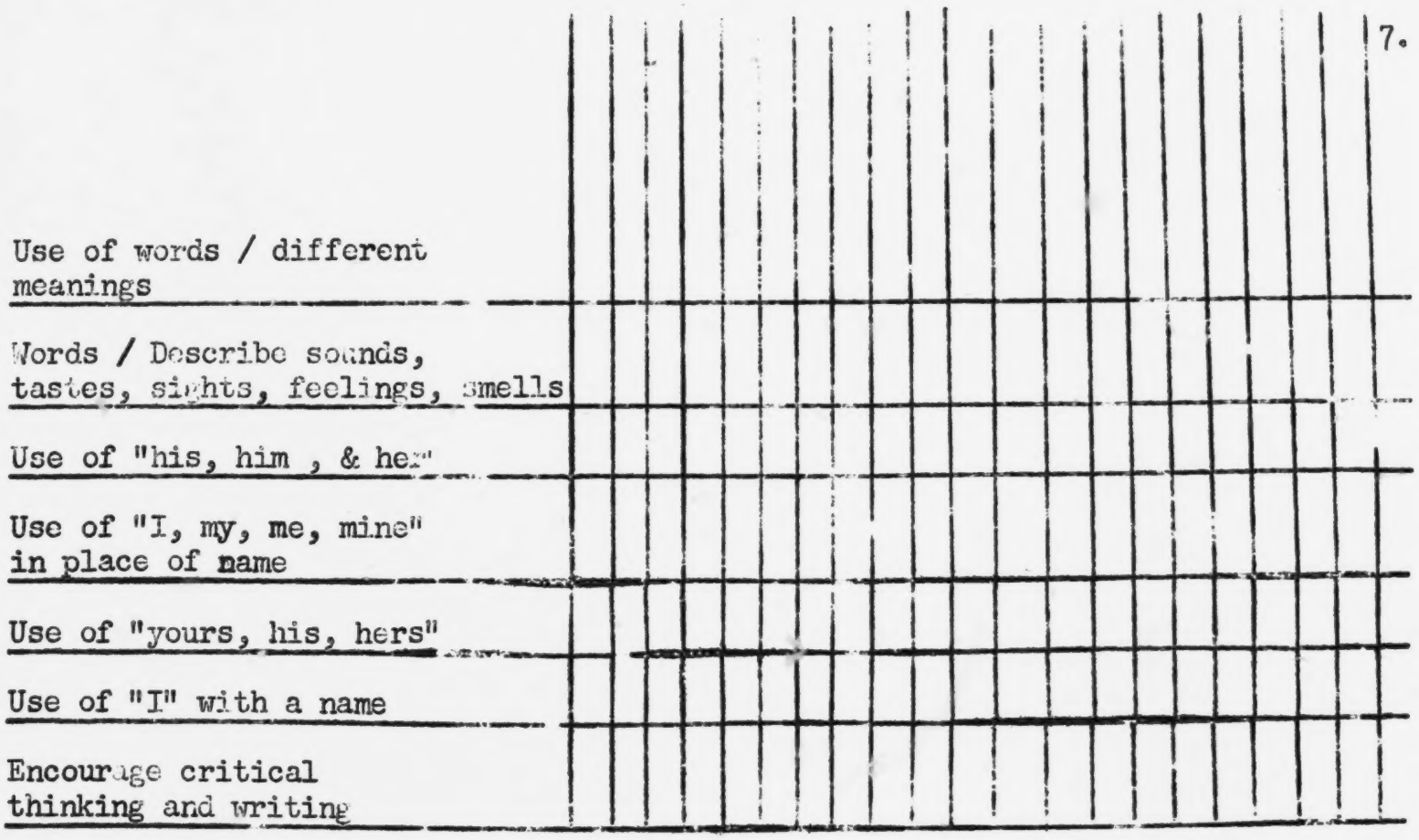
Words / "Which or How many"

Nouns

Verbs

Use of Words / Similar meanings

Use of Words / Opposites


Use of words / different meanings
Words / Describe sounds, tastes, sights, feelings, smells
Use of "his, him , & her"
Use of "I, my, me, mine" in place of name
Use of "yours, his, hers"
Use of "I" with a name
Encourage critical thinking and writing

This section for teacher

Provide situation

Accent and respect

Encourage child

Discovery method

Use knowledge

Respect child's question but encourage discovery by themselves

All work should be child's own interpretations, not copy or pattern work.

Sample Report Card

NAME _____

Level	PRIMARY BLOCK 1	2	3	4	5	6	7	8	9	10	11	12
Days Absent												
Days Present												

Progress:

KEY

1. Outstanding work
2. Satisfactory work
3. Improvement shown
4. Unsatisfactory work

	Level: 1 2 3 4 5 6 7 8 9 10 11 12
READING	
Reads well orally	
Understands what he reads	
Shows ability in working out new words	
Shows interest in reading	
SPELLING	
Learns weekly word list	
Spells correctly in written work	
ARITHMETIC	
Works story problems independently	
Fundamental skills	
Accuracy of work	
WRITING	
Forms letters correctly	
Arranges work neatly	
English	
Does written work correctly	
Speaks clearly and correctly	

PRIMARY BLOCK CONT.

SCIENCE, HEALTH, SAFETY

Practices health and safety rules

Brings helpful information to class

ART

Expresses own ideas

EFFORT

CONDUCT

TEACHERS COMMENTS -

PARENTS SIGNATURE -

Sample Report Card

Name _____

Level — INTERMEDIATE: 4th Complex, 5th Complex, 6th Complex, 7th Complex

Days Absent _____

Days Present _____

Progress:

KEY
1. Outstanding work
2. Satisfactory work
3. Improvement shown
4. Unsatisfactory work

	4th Complex	5th Complex	6th Complex	7th Complex
READING	4th	5th	6th	7th
Reads well orally				
Understands what he reads				
Shows ability in working out new words				
Shows interest in reading				
SPELLING				
Learns weekly work list				
Spells correctly in written work				
ARITHMETIC				
Works story problems independently				
Fundamental Skills				
Accuracy of work				
WRITING				
Forms letters correctly				
Arranges work neatly				

INTERMEDIATE cont.

	4th	5th	6th	7th
English				
Does written work correctly				
Speaks clearly and correctly				
SCIENCE, HEALTH, SAFETY				
Practices health and safety rules				
Brings helpful information to class				
ART				
Expresses own ideas				
EFFORT				
CONDUCT				

TEACHERS COMMENTS -

PARENTS SIGNATURE -

Sample
Parent Information Form
****

NAME OF STUDENT_____ DATE_____

Number of Brothers_____
Names
(Specify older or younger)_____

Number of sisters_____
Names
(Specify older or younger)
_____

_____

_____

Parent occupation
(Father)

(Mother)

Reading Materials in Home
title
Newspapers _____

Reference Books_____

Number of Books_____

Other_____

T.V. Set _____ Yes _____ No

Family car _____ Yes _____ No

Does the family engage in any activities together? _____ Yes _____ No

If your answer is "yes," what are these activities?

_____

_____

Is there a place for your child to study? _____ Yes _____ No

How much education do you feel your child needs?_____

_____

_____

_____

Is there any information regarding your child which you feel would be helpful for us to know? Travel, special interests, illnesses, etc.

Comments_____

_____

_____

Parent Information Form

1. How does your child feel about school?
2. Does your child play well with other children?
3. Does your child like to watch television?
4. What are his favorite programs?
5. Does your child like to read?
6. What kind of book does he like to read?
7. Do you read to your child? If so, how does he react?
8. Does your child willingly help with home duties?
9. What are your childs fears or worries?
10. Does your child miss much school because of illness?
11. Does your child eat a variety of food?
12. Does your child enjoy meeting new people?

ADDRESS _____ TELEPHONE NO. _____

EVALUATION CHECK SHEET

EASTERN KENTUCKY EDUCATIONAL
DEVELOPMENT CORPORATION

DEVELOPMENTAL READING

LOUISA ELEMENTARY SCHOOL

	YES	NO	UNDECIDED
1. Do you feel that rapport among teachers has been established?			
2. Is this program planned to be flexible?			
3. Do you feel it meets the needs of the individual child?			
4. As a staff member, do you accept this program?			
5. Is it in keeping with modern trends?			
6. Will the testing program be geared to give a complete profile of the needs of the child?			
7. Are you willing to be guided by the testing profile?			
8. Are we taking the child on his level?			
9. Will this program help us in the better utilization of our time?			
10. As a result of this workshop have you as a teacher gained in professional competency?			

COMMENTS:

_____

_____

_____

_____ SIGNED: _____